**St Mary of the Angels Catholic Primary School**

RSE Policy development

Points of accordance: CES Model policy guidelines and DfE Statutory guidance on RSE

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| **CES (2016)** | **DfE (2019)** |
| An up to date policy is expected (in line with DfE requirements) | An up to date policy is required |
| Parents, as first educators of their children, must be consulted | Parents, as first educators of their children, must be consulted |
| **RSE must be delivered in accordance with the teaching of the Catholic Church** | *‘****Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion and belief are amongst the protected characteristics’*** |
| *‘RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to* ***form as well as inform young people in preparation for adult life’*** | *‘These subjects (RSE and PSHEE) represent the opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society’* (Secretary of State) |
| Catholic schools are legally required to teach those aspects of RSE which are statutory parts of National Curriculum  | Relationships Education compulsory for all pupils in Primary |
|  | Relationship and Sex Education compulsory for all pupils in Secondary |
|  | Health Education compulsory in all schools (except independent schools – PSHE continues to be compulsory) |
| **In order for Catholic RSE to be fully effective it needs to *‘equip young people with the ability to make practical judgements about the right thing to do in particular circumstances’***  | ***‘In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow’*** |
| ***‘The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our schools strive to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children’*** | ***‘Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as protected characteristics)’*** |
| (RSE should) *‘provide children and young people with a “positive and prudent sexual education”, which is compatible with their physical, cognitive, psychological and spiritual maturity, and rooted in a Catholic vision of education and the human person’* | *‘Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community’* |
| ***‘Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.***  | ***‘All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex’*** |
| RSE should be *‘sensitive to the different needs of individual pupils in respect to pupils’ different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture’* | *‘Respect for others should be taught in an age-appropriate way’* |
|  | *‘Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances’* |
|  | At Secondary, *‘Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way’* |
|  | *‘At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand alone unit or lesson…we expect all pupils to have been taught LGBT content at a timely point’* |
|  | LGBT subject matter should be taught ‘*in a clear, sensitive and respectful manner’* |
| ***‘Pupils will …receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced marriage, FGM, abortion, the age of consent and legislation relating to equality). Knowing about the facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with…promotion of Catholic teaching’*** | ***‘Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the right time.’*** |
| Governors should *‘want to promote a healthy, positive atmosphere in which RSE can take place…that pupils can ask questions freely, be confident that their questions will be answered, and be sure they will be free from bullying and harassment from other children and young people. There will always be sensitive or controversial issues in the filed of RSE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity…children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme’* | Managing difficult questions at Primary about sex or sexuality should be a part of the school’s policy and ‘*Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education’* |
| *‘Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and what is not appropriate in relationships’* | At Primary, *‘teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships…This will also help them to recognise any less positive relationships when they encounter them’* |
|  | *‘pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive’* |
|  | *‘From the beginning of Primary school…pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy’* |
| The RSE programme should enshrine *‘Catholic values relating to the importance of stable relationships, marriage and family life. It (should promote) those virtues which are essential in responding to God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues (should) be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion’* | In Primary, *‘A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual…Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity courage, humility, kindness, generosity, trustworthiness and a sense of justice’* |
|  | *‘As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include…honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.’* |
|  | *‘Schools which demonstrate effective practice often ensure clear responsibility for these subjects by a senior teacher in leadership position with dedicated time to lead specialist provision, e.g. a subject led or co-ordinator’* |
| Responsibility for the specific relationships and sex education should be the relevant curriculum staff. This would normally include teachers of science, RE, PE and PSHE | *‘All of these subjects should be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school…the curriculum on relationships and on sex should complement, and be supported by, the school’s wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding’* |
| *‘all staff (should) be involved in developing the attitudes and values of the RSE programme, they will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils’ personal and social skills’* |  |

**Notes:**

* **There is clear and rigorous accordance between these documents**
* **The anticipated ‘chasm’ between CES and DfE has not happened**
* **The CES document is significantly shorter than the DfE Document (50 pages)**
* **Relationship teaching is statutory, the sex guidance remains as guidance.**
* **Religious beliefs remain a protected characteristic**

**Equality Act 2010**

What are protected characteristics?

It is against the law to discriminate against someone because of:

* [age](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#age)
* [disability](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#disability)
* [gender reassignment](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#reassignment)
* [marriage and civil partnership](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#marriage)
* [pregnancy and maternity](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#pregmat)
* [race](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#race)
* [religion or belief](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#rob)
* [sex](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#sex)
* [sexual orientation](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#lgb)

These are called protected characteristics.

**You are protected under the**[**Equality Act 2010**](https://www.equalityhumanrights.com/en/equality-act/equality-act-2010)**from these types of discrimination.**